



A REVIEW OF STRATEGIC PLANNING AND IMPLEMENTATION IN UNIVERSITIES IN JEDDAH, SAUDI ARABIA

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ABSTRACT

Just like businesses and companies, colleges and universities operate in an almost similar manner that desires planning, as such must correspondingly utilize strategic planning to realize growth and prosperity. Therefore, strategic planning and implementation are significant in driving a university to success, as it forms the basis for examining the present-day situations and estimate the forthcoming establishment and put up with competitive advantages. Accordingly, it forms the basis for adequate planning in anticipation of irregular trends by operational scrutiny, prioritizing objectives, setting purposes, and execution. This study intended to review the strategic planning and strategic plan implementation in universities in Jeddah, Saudi Arabia. A pragmatic qualitative study that endeavored to ascertain by what means education stakeholders designed and implemented strategic plan was carried out following established research ideologies. The study made use of a case study strategy and interviews as qualitative data collection methods. The semi-structured virtual interviews were administered to university administrators, deans, and department chairpersons to get their opinions, thoughts, attitudes, and understanding of a strategic plan and its implementation. Data gathered underwent content analysis where data was transcribed and coded and responses were grouped according to their question numbers. From the findings, there is a need for the process of strategic planning and implementation to be more inclusive and be followed to the later. In conclusion, strategic planning management and implementation are key in setting up a curriculum change just as in the execution of any business plan, therefore, there is need to bring on board all affected parties. Based on the findings, it is recommended that the process of strategic planning and implementation be standardized to enhance effectiveness across the board.

KEY WORDS: Strategic Plan, Implementation

Globalization has had a momentous consequence on education in a countless number of countries. However, it should be noted that quality in higher education and other levels of education, through formal and non-formal structures, is a key instrument in dealing with the encounters of globalization (Grecu, 2013), exploiting its capacities and evading its drawbacks, as such, numerous nations have pursued restructuring of their educational structure to address apparent flaws in their worldwide standing (Alyami, 2014). It should be noted that Saudi Arabia expenditures on education are at par with education costs in high-income nations (Saha, 2015). Nonetheless, educational performance is amongst bottom most globally, with quality of teaching, the significance of teaching to 21st-century skills, and peer and mentoring systems being mentioned as lacking in higher education (Al-Asmari, 2008). Presently, the education system in Saudi Arabia is transforming (Ghulam & Mousa, 2019). A majority of education systems are drifting towards introducing new far-reaching transformations to keep up with the continually transforming era in the education system. Key among these reforms has been a shift from the centrally placed powers and control down to the rest of the education chain (Hamdan & Hamdan, 2020). Today, most universities have developed a tactical strategy aimed at enhancing service delivery and self-sufficiency. This has been prompted by the need for universities to increasingly adopt a market-driven approach rather than a public service, a move arising from the transformation aspect that universities just like other institutions can carry out their roles effectively (Ghabban, Selamat, & Ibrahim, 2018).

Self-management may involve a person or immediate authority displaying self-control in the relative absence of immediate external constraints (Grady & Gough, 2018). For instance, one could engage in a behavior that has had less probability previously in comparison to the available alternative behavior. The alternative could depend on, and is closely linked to the implementation of a strategic design for the leadership and management performance (Stewart, Courtright, & Manz, 2011). The need for a strategic plan within the university structure is prompted by the need to implement long-term projects and tasks within these institutions rather than having short-term tasks that most universities focus on and are less effective. Short term plans cultivating a philosophy of over-reliance on the central management (Jongbloed & Vossensteyn, 2016).

Previously, universities and the education system has been entirely in stagnation as decisions made to govern them were generalized and did not factor in progressiveness. There is a need to enhance effectiveness by enabling them to be decision-makers in addition to implementers based on the fact that universities were at the receiving end with little or no improvement since they were not familiarized with any of the decisions other than enforcement of compliance (Geuna & Muscio, 2009). This expectation resulted in poor delivery, additionally, the world today is moving towards the side of university self-management with the trend taking shape lately where university-based management programs are presently being established in numerous regions globally to augment education excellence in universities (Sung, 2015).

Just like businesses have a blueprint, so do universities, which requires a pro-

found understanding of the university's mission and vision and its practicality within a given period. As such, universities ought to prepare and have the capacity to differentiate the concerns involving organization for university development, modernization or transformation, and basic organization for the administration facets that are likely to add up to effective development (Alshumaimri, Aldridge, & Audretsch, 2017). Therefore, the resolve behind a deliberate plan is to acquaint with transformation effectively, lessen administration predicaments, and fortify working relationships involving governance and professional staff (Van Wyk & Moeng, 2013).

PROBLEM STATEMENT:

Lately, there has been a significant move to self-governance for universities with some nations including England and Wales, Australia, New Zealand, sections of the USA and Canada, Spain, Portugal, and Hong Kong, offering universities superior controls to run their undertakings (Colombo, Dagnino, Lehmann, & Salmador, 2019). This effort is within open and distinct nationwide outlines with countries believed to be in a more centralized practice like Singapore and South Africa shifting tentatively towards decentralization (Bush & Gamage, 2001). Decentralizing education is arguably one of the key decisions ever developed in the education planning agenda in the last two decades. Many countries across the globe are working and implementing decisions aimed at working for an education system that is more involving and people-centered. At the center of this inventiveness is a practice of devolving policymaking in addition to the process of democratization regarding the manner universities are administrated and run (Van Wyk & Moeng, 2013). Accordingly, it suggests a crucial illustration of a political scenario, where leaders view the progressiveness of a university from a political and government point of view which would instill actualization of universities in that interested parties may well take part completely reroute for a mutual objective (Chakraborty et al., 2017).

As such, adopting a strategic plan will go a long way in helping in implementing the centralization process, with each institution laying the groundwork for the aims and objectives, implementation plan, backup plans, and the monitoring and evaluation process (Blaschke, Frost, & Hattke, 2014). This plan will be a guiding step to attaining effectiveness, given it will be the basis for project initiation, implementation, and accountability based on the feature of organization, recording, and culpability within university systems, an aspect that has been problematic in the majority of universities (Van Wyk & Moeng, 2013). Therefore, in light of this study, a strategic plan characterizes a fundamental philosophy modification for universities that formerly concentrated on makeshift responsibilities. A philosophy that espoused reliance, to emphasizing on long-standing management and a hands-on administration style, that calls for policymaking being initiated at the university level by all interested parties to ensure alignment of strategies and practices to state and regional legislation (Van Wyk & Moeng, 2013).

RESEARCH QUESTIONS:

This study will look into the following research questions:

1. What should be contained in a strategic plan for universities?
2. Is a strategic plan important for university ineffective management?
3. Which procedure should be followed in designing and implementing a strategic plan for universities?
4. What is the role of stakeholders in the process of strategic plan development and implementation?

RESEARCH OBJECTIVES:

The following objectives are set to be attained in the search for an effective strategic plan in the education decentralization process in the universities' set up:

1. Establish what should be contained in a strategic plan for universities
2. Identify the importance and effectiveness of a strategic plan in universities effective management
3. Describe the procedure that should be followed in designing and implementing a strategic plan for universities
4. Understand the role of stakeholders in the process of strategic plan development and implementation

SIGNIFICANCE OF THE STUDY:

This study will lay the ground for the establishment of key aspects in the university strategic plan as part of the decentralization processes. Specifically, it will identify key facets involved in universities' strategic plans, what is to be involved, who is to be involved, when, and how. The study findings, conclusion, and recommendations will be the basis of initiation of the process that is taking shape across the globe to enhance educational effectiveness.

THEORETICAL FRAMEWORK:

Higher education institutions have been undergoing rapid change in the recent past both in operations and market themselves. One key facet that has been at the center play of the changes in the Strategic Plan. Strategic plan aids in attaining stability involving the university and its unsettled surroundings. It aids to captivate the storms, burdens, signifying proficiency, decreasing irregularity, and creating the foundation for consequent performance overview. According to Abdulkareem, Akinnubi & Oyeniran (2012) strategic planning is a process whereby a review of the external and internal aspects of an institute leads to an agreed mission, purpose, objectives, policies, plans and programs for execution and strategies to accomplish them (Abdulkareem, Akinnubi, & Oyeniran, 2012). As such, the education sector is undergoing a makeover involving the utilization of strategic managing and tactical leadership. Several theories and leadership styles have proposed suggestions that recognize significant demands in expending these practices to attain the revolutionization of the education sector and more so universities, with the consideration of the distinctive essentials postured by the universities and the education sector, the approach the transformational or drastic modification necessitate implementation and the involvement of leaders. Leadership has been acknowledged in studies to support structural obligation, employee job gratification, and enhanced personal output, which has resulted in organizational excellence (Kuria, Namusonge, & Iravo, 2016). In light of this study, it will take into consideration three diverse leadership theories; a business model, servant leadership, and transformational leadership. These will be regarded methodologies to guide educational leaders in setting up a strategic plan for university management, which will involve scrutiny and synthesis of the management culture, the encounters that are likely to come during the process, and elucidations the theoreticians offer in light of the leadership styles (Hawkins, 2009).

Peter Drucker (2017) opines that a business leadership model directs an institution to accomplishment. Once the leadership and employees, who are the main stakeholders, concentrate their effort on results which are directed towards attaining the mission of the institution in addition to observing moral and ethical obligations of these organizations both in public and private set concerning the ideals of education, individual obligation and businesses' culpability to society (Drucker, 2017). Therefore, leaders seeking to keep an eye on a business leadership model ought to contemplate establishing superiority ingenuities, competences, and determining usage of employee strong points into day-to-day processes in addition to enhancing a schedule of individual work practices: such as, time exploitation, communiqué approaches, and work assignment, which enhance efficiency (Hawkins, 2009). On the other hand, Servant-leadership advanced by Robert Greenleaf accentuates the conviction that the effectiveness of a leader is pegged on the willingness to serve others, as such, the focus is on the teamwork and members of the team to ensure members of the team are thriving to enhance success within the institution (Hawkins, 2009).

Transformational leadership theory put forth by Burns in 1978 insists on change as the pivotal factor in facilitation (Braun, Peus, Weisweiler, & Frey, 2013). Transformational leaders are fronted as futurists, role models, and architects who organize their staffs to work in a vibrant setting; for that reason, transformational leaders are at the pole position, directing employees to direct their effort on the

way to attain the mission and the sustainability of the institution (Hawkins, 2009).

From the review of the above leadership theories, some leadership abilities are brought out with respect to the theories where the transformational and servant-leaders theories are more of a visionary and goal-oriented. More precisely, they endeavor to put up with transformation which could infuse outside their institutes, on the other hand, servant-leaders are idealists, they ought to address the challenges at hand especially from a wider perspective in comparison to their areas of jurisdiction (Anderson & Sun, 2017). Therefore, in implementing these models within a university set up, there is a need to have a strategic plan, which forms the basis for the shaping of this new drift. It should be noted that the future of education and more universities lie in the community college leaders who require the expertise to resolve this challenge. Consequently, aspects touching on the institutions economic, legislative, and consumer need to be looked into keenly; therefore the leadership models that education leaders take after ought to dictate the realization of success in the institutions by having a strategic plan in place.

Although a strategic plan is an equally fresh development in universities directed towards increased self-sufficiency, it needs serious engagements, planning, and organization (Leih & Teece, 2016). Decentralization of education has led to strategic planning in universities as a necessity for universities to turn into further market-driven as compared to being public service models with several factors being considered critical to advance strategic planning; the policies, management systems (Lewis, Andriopoulos, & Smith, 2014). Similarly, an understanding of the significance of creating the university strategic plan that can work as an incorporated execution charter for policy implementation (Hawkins, 2009).

Given the ever-changing environment, the education stakeholders should take advantage to utilize strategic planning as the focal instrument for monitoring universities' accountability. Required standard roadmaps especially regarding universities' general performance given the universities' conceptual policy is worked towards an outlined strategic track in regards to the national policy (Perkmann et al., 2013). Especially, given utilization of the strategic approach gives room for leaders of in a given institution to possess a comprehensible and complete methodology since it brings in play the association of staff as a prerequisite in the long, medium and short-term preparation a facet proposed by theorists in the business model, servant leadership, and transformational leadership theories (Khan, 2016). Therefore as much as leaders plan to review the education sector having a plan in place comes as a crucial strategy in a wider move in the direction of devolution of accountability to the university since it takes up an all-inclusive and cohesive method to all university procedures, rather than teaching and learning only since it is both an interior and external review process, thus placing the university strategically in regards to the varying external settings.

Accordingly, the theories of education change; university effectiveness, university improvement, and university development, observe that university improvement organization is the foundation for refining performance, outlining a strategic plan as an existing manuscript that comprises policy path, execution approaches, activities, and yardsticks for execution, monitoring, and assessment (Hicking-Woodison, 2017). In addition to the outflow, outline which permits modifications in capacities for expansions for the period of enactment. Just like the theories of a business model, servant leadership and transformational leadership insist on staff enhancement. Effective parameters and outcome are products of a strategic plan that advances university effectiveness, universities' improvement, staff development, partnerships, effective resource development, change management, and the advancement of goals and precedence of the education system through its main aspects of being systematic, collaborative and inclusive (Sutton, 2014). As such, the plan is mandated to offer an agenda for management resolutions and to generate a sequence of competitive advantages that establish comprehensible tactical management.

Accordingly, it guarantees that the students obtain quality education in form of holistic progress and academic success has given it necessitates the university's analysis of its capacities for improvement, prioritizing, scheduling to take care of the said areas and, lastly, executing a plan to address the known capacities for growth (Alkhoraiif & McLaughlin, 2018). Presently, the Kingdom of Saudi Arabia has set out strategic goals through the National Transformation Program (Saudi Vision 2030, 2016). This include: refining enlistment, training, and improvement of lecturers, refining the education atmosphere to arouse inventiveness and modernism, refining curricula and teaching approaches, refining students' ideals and essential skills, expansion of funding approaches and enhancements in monetary proficiency, enlightening scholars to address nationwide growth necessities and labor market needs and growing Private Sector Involvement in the Education Sector (Mukhtar&Sultan, 2017). Accordingly, regarding Vision 2030, the ministry of education is tasked with teaching Saudi Arabia's youth and preparing them for imminent jobs, as such the ministry of education has set around revamping curricula and levitation education ideals countrywide, with plans pegged on the intensification of private sector participation to upkeep the sector's continuing expansion (Aljaber, 2018).

RESEARCH DESIGN AND METHODOLOGY:

The research aimed to establish the strategic plan and implementation by educa-

tion leadership in two universities of Jeddah University and King Abdul Aziz University located in Jeddah, Kingdom of Saudi Arabia. A pragmatic qualitative study that endeavored to ascertain by what means education stakeholders designed and implemented strategic plan was carried out following research ideologies. The study made use of a case study strategy and interviews as qualitative data collection methods.

DATA COLLECTION TECHNIQUES:

Semi-structured interviews and document analysis were acknowledged and utilized as the most appropriate data collection methods. The semi-structured interviews were administered to university administrators, deans, and department chairpersons to get their opinions, thoughts, attitudes, and understanding of a strategic plan and its implementation. A mutual interview timetable was implemented for all respondents regardless of the university. Participants were nominated per the standard measures that apply for sample choosing. In total, 24 administrators and university leaders took part in these virtual interviews on the zoom platform.

To guarantee triangulation, the documentary analysis was utilized. Documents were utilized to supplement interviews and to heighten accountability, and, therefore were not essentially scrutinized to heighten fundamental proof. The core documents scrutinized were the Higher education reform goals of 2030, Education and Training Evaluation Commission reports, and the National Centre for Assessment in Higher Education reports and annual ministry of education plans and reports.

DATA ANALYSIS:

Content analysis is the method of consolidating, recognizing, coding, classifying, and grouping the main arrays in the data. Interviews were transcribed and coded and responses were grouped according to their question numbers. For this study, an interpretive approach was utilized in scrutinizing significant and figurative content of qualitative data before establishing to what limit the respondents assumed regarding every question and to estimate their observations by carrying out a manual examination of the pertinent data.

SAMPLE AND INFORMATION OF THE TWO CASE STUDY UNIVERSITIES:

The study was carried out in the city of Jeddah, one of the cities in the Kingdom of Saudi Arabia. Specifically, the study was conducted in two Universities; Jeddah University and King Abdul Aziz University. The two Universities were chosen based on their availability and proximity. Accordingly, both universities were believed to be information-rich with reference to the resolve of the study based on the following aspects. The universities are situated in Jeddah a gateway to the religious city of Mecca and are believed to have high numbers especially King Abdulaziz University which has 82,152 students, therefore the numbers were a contributing factor given they serve a higher number of students, hence, the likelihood to have experienced and qualified personnel. Accordingly, the need to consider proximity and experience contributed to the choice of the two universities given they are both public universities and have been in operation for at least 20 years.

RESEARCH FINDINGS:

The procedure of implementing strategic plans is a multifaceted modification. Studies opine that most implementers of strategic plans have faced challenges and therefore calling for adequate preparation in implementing an adequate follow-up of the due implementation process. The results of this study point to some form of confusion in implementing strategic plans and improvement plans which in most cases are short-term plans. Accordingly, there exists a suggestion that universities find it problematic following models that have been drafted without participation regarding the procedures involved in the design and appliance of strategic plans. Evidently, both universities had strategic plans with the standard inclusion of vision and mission statements, detailed goals and objectives, and action plans and scorecards to help track their progress, accordingly, others had the inclusion of yearly objectives, long-term goals, and SWOT (Strength, Weakness, Opportunities, Threats) analysis (Valentin, 2001).

However, the strategic plans had performance indicators that were not reviewed effectively since the persons to carry out the review process were not fully aware of the review process. The procedures given do not have a clear outline. Additionally, the study established that a section of respondents was not well versed with the processes of strategic design, as such called for enhanced practical skills and acquaintance; therefore, rigorous teaching for all participants is a prerequisite. Consequently, it was recognized that shareholders' involvement is similarly crucial to the attainment of strategic planning. It was correspondingly noted that the tasks of departmental officers in the various departments did not receive adequate support from the relevant authorities on strategic planning and its implementation. This was an indication of the need to relook at the nature, agenda, techniques, and significance of strategic plans which are yet to be effectively assumed by the key stakeholders.

DISCUSSION:

Currently, the attention of the establishments is shifting not on engaging operational technologies, strategies or equipment, but on enabling their staffs especially in the wake of universal modifications that have prompted most universi-

ties admission to technology, finance and innovative approaches of working. In effect, the only existing possibility for organizations to advance viable advantage is the differences in the manpower involving institutions, as such, organizational activities have shifted from customary policies to employee's competitive policies (Kuria et al., 2016). Therefore, the effective execution of a strategic planning procedure is founded on having in place a well-functioning and integrated system and on attaining operational involvement by including all significant stakeholders. It is worth noting that a broad collection of procedures form the strategic plan. A study by Alyami (2014) that reviewed the power of deans, revealed the perceptions about the power of deans in the decision-making procedure concerning educational guidelines, establishing that the power of the Department of Education is the most dominant aspect on the powers of the deans. While acclaiming that it would be substantially important to permit deans additional power, which is similar to the duties as well as upholding proficient improvement. There is a deficiency of university self-sufficiency (Engelen, Fernandez, & Hendrikse, 2014). The lack of self-sustenance is as a result of the centralized system that is regarded as a frail power that has been donated to deans in the Saudi educational structure (Alyami, 2014).

Accordingly, given creating a strategic plan sometimes is a tedious process, it is, therefore, necessary that a model or a procedure that can be tracked be present for its accomplishment. In effect, one gets the most out of taking part and involvement of stakeholders for the development of a strategic plan from an initial stage (Hawkins, 2009). The implementation of the policies and guidelines is not done in a cohesive method given the discrepancies in responses, the inclusions of the plan, and the execution plan. Thus, all guidelines ought to be assessed and reviewed where needed. The sequence of strategic plans ought to be organized following relevant stakeholder's cycles and connected with other pertinent guidelines to ensure, easier implementation and involvement of relevant stakeholders. On the other hand, stakeholder's participation hinges to a large extent on how well they are trained or familiar with the procedure and the process at large in addition to the availability of the necessities. In this respect, institutional management, administrators, departmental heads, and education governing bodies, have an imperative part to perform in ensuring the implementation of a strategic plan.

Consequently, besides proper implementation, training handbooks that guide institutions on the procedure of strategic plans ought to be availed and ensure their use to advance understanding of the entire practice. On the other hand, designing and executing a strategic plan rests completely on several aspects, for instance, communication skills, accessibility to resources, approaches, and distinct roles as carried out by diverse stakeholders. For that reason, it is essential for the stakeholders, ministry and agencies to make sure that the key aspects are taken care of to ensure successful strategic planning and implementation. Creating a strategic plan is likely to be an intricate procedure; as a result, models and/or stages to be tracked ought to be existent for its realization. First, engaging the participation and input of shareholders in crafting the plan from the initial stages, whereby at the initial stage of development, a restricted workshop is held to organize the environment for active involvement (Allui & Sahni, 2016). Secondly, there is a need to carry out a SWOT analysis, a step that aids universities in ascertaining their uniqueness through exterior and interior evaluation; here the shareholders think through on their central presence, performance, and funds given the success of SWOT analysis is largely pegged on making decisions in key areas of the institution (Aldiab, Chowdhury, Kootsookos, & Alam, 2017). The next stage would involve devising the vision and mission which is also thought to be a shared method to inspire a sense of belonging and determined involvement. Auditing then follows as the next phase of execution, so the university chooses and places their prerequisites with priorities interrelated, possesses educational worth, and needs be acceptable on an educational basis. Thereafter, it follows a goal setting process which is resolute by long, medium, and short-term actions with the action plan being established to identify critical issues within a strategic plan with a target group, vital development strategies, implementation period, resources, liable individuals, and enactment indicators (Hawkins, 2009).

Whereas most universities bring in experts to do the strategic planning and analysis, Nickols (2016) opines that the top management should be in charge of the entire process. Given they have a better understanding of their business in the institution than everybody else, they would establish the real problems (Nickols, 2016). Additionally, given the "process" of planning is as imperative as the plan itself, whereas the process attains the buy-in, the acceptance and eventually the authenticity and integrity of the whole institute need to understand and pledge to support the plan. As such, there is a need to pay at minimum, equivalent devotion to the process they are using to create this plan based on the superior and unending effort that is directed towards planning and not the whole process (Bryson, 2015). On the other hand, effecting a strategy requires marshaling personnel and administrators to put into action the communicated strategies which continue through the channels of monitoring and evaluation, that not only evaluates the target attainment but systematic modifications, personnel progress, and backing from high-ranking personnel to establish the capability to implement plans (Hawkins, 2009). It should be noted that the basis of a strategic plan ought not to be attained lest monitoring and evaluation, as an additional step, is carried out, given this is where institutions are likely to point out sectors for advancement, changes, and mistakes.

CONCLUSION:

It is outright that the process of strategic planning is possibly more significant than merely availing the booklet. As such, the efficiency of the strategic planning procedure can only be evaluated by reviewing the magnitude to which all shareholders are conversant with their tasks. The obligation for strategic planning should be charged with the institutional top management, in cooperation with administrators, departmental heads, educational agencies, instructors, and other relevant stakeholders that are involved in creating and going through institutional strategic plans. In light of this approach to strategic planning, there is a need for institutions to cultivate a development procedure that is consultative, comprehensive, and articulate. It is not in doubt that this procedure cannot be excluded and be a reserve for specific people or positions, rather should be open for contributions from the first to the last stage. The process is not complete without implementation, which is the procedure that follows the strategic plan preparation. This process involves the action point of the strategic administration procedure that ought to bring on board all the shareholders of an organization. It also ought to be well controlled since it is the actualization point that once it is derailed it stalls the whole process. Therefore, the four scopes of organization, communication, motivation, and monitoring should be adhered to while maintaining the overall directives for executing the tasks from the top most management of an organization. The middle managers and direct superiors that are responsible for executing while establishing plans ensure they communicate the strategy, establish the work following the plan, encourage their juniors to keep an eye on the strategy, and lastly keep watch that the strategy essentially turns up in the daily executions.

In regards to autonomy, self-managing university, delegation, devolution and decentralization, all suggest power reallocation within a structure of the institution. This recommendation has been part of the university improvement in many nations, therefore it is thought that offering universities additional autonomy in its decision making is likely to lead to universities' efficiency. It would also and aid to attain the anticipated objectives with consideration of the insights of senior lecturers and instructors about any deliberate changes for universities' reform.

RECOMMENDATIONS:

After the study and given the results, the following recommendations should be incorporated into the planning and implementation of the education review. All stakeholders' within the education sector and university set up including the management, staff, and students ought to be more dedicated to the execution of the strategic plan within their institutions, given efficient implementation of the strategic plan is likely to lead to better administration of the university structure, thereby augmenting the accomplishment of the institutions' vision and mission statements.

Accordingly, the management and other administrators should take into consideration all stakeholders' inputs and needs during the decision-making process, especially regarding matters that concern them to make the process all-inclusive and ensure aggressive involvement in strategic planning and execution in their institutions. On the other hand, additional weight ought to be put on conferences, seminars, and workshops especially for the staff and students to advance the operational execution of strategic plans within universities. Lastly, there is a need to have standard laid down aspects of the strategic plan to enhance equal and uniformly laid down procedure during the planning and execution phase of a given strategic plan.

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